



**Proceedings of the 2nd International Conference
of the Journal Scuola Democratica
REINVENTING EDUCATION**

VOLUME II

**Learning with New Technologies,
Equality and Inclusion**

ASSOCIAZIONE "PER SCUOLA DEMOCRATICA"

**Proceedings of the 2nd
International Conference of the
Journal Scuola Democratica
REINVENTING EDUCATION**

VOLUME II

**Learning with New Technologies,
Equality and Inclusion**

ASSOCIAZIONE "PER SCUOLA DEMOCRATICA"
Via Francesco Satolli, 30 – 00165 - Rome, Italy

Edited by

The Organizing Committee the 2nd International Conference of the Journal Scuola Democratica

<https://www.rivisteweb.it/issn/1129-731X>



Published by: ASSOCIAZIONE "PER SCUOLA DEMOCRATICA"

Via Francesco Satolli, 30 – 00165 – Rome, Italy

Published in Open Access



This book is digitally available at:

<https://www.scuolademocratica-conference.net/proceedings>

© 2021 Associazione "Per Scuola Democratica"



Unless otherwise stated, all contents
published are subject to license
Creative Commons - Attribution - version 3.0.

<https://creativecommons.org/licenses/by/3.0/it/>

It is therefore possible to freely reproduce, distribute, transmit and adapt data and analysis of the Volume, including for commercial purposes, provided that the source is cited. Images, logos, any registered trademarks, and other content owned by third parties belong to their respective owners and cannot be reproduced without their consent.

How to cite a proceeding from this Volume. APA citation system:

Author, N., Author, S., (2021). Title, in *Proceedings of the 2nd International Conference of the Journal Scuola Democratica "Reinventing Education", VOL. 2, Learning with New Technologies, Equality and Inclusion*, pp-pp

978-88-944888-8-3

***Title* Proceedings of the Second International Conference of the Journal “Scuola Democratica” – Reinventing Education VOLUME II Learning with New Technologies, Equality and Inclusion**

This volume contains papers presented in the First International Conference of the Journal “Scuola Democratica” which took place at the University of Cagliari on 5-8 June 2019. The aim of the Conference was to bring together researchers, decision makers and educators from all around the world to investigate the concepts of “education” in a “post-democracy” era, the latter being a set of conditions under which scholars are called to face and counteract new forms of authoritarian democracy.

Populisms, racisms, discriminations and nationalisms have burst and spread on the international scene, translated and mobilized by sovereigntist political movements. Nourished by neo-liberalism and inflated by technocratic systems of governance these regressive forms of post-democracy are shaping historical challenges to the realms of education and culture: it is on this ground, and not only on the political and economic spheres, that decisive issues are at stake. These challenges are both tangible and intangible, and call into question the modern ideas of justice, equality and democracy, throughout four key dimensions of the educational function, all of which intersected by antinomies and uncertainties: ethical-political socialization, differences, inclusion, innovation.

The Conference has been an opportunity to present and discuss empirical and theoretical works from a variety of disciplines and fields covering education and thus promoting a trans- and inter-disciplinary discussion on urgent topics; to foster debates among experts and professionals; to diffuse research findings all over international scientific networks and practitioners’ mainstreams; to launch further strategies and networking alliances on local, national and international scale; to provide a new space for debate and evidences to educational policies. In this framework, more than 600 participants, including academics, educators, university students, had the opportunity to engage in a productive and fruitful dialogue based on researches, analyses and critics, most of which have been published in this volume in their full version.

ISBN 978-88-944888-8-3

Dropping Out, Getting Poor? Early-School Leavers and Economical Entrapments

Orazio Giancola and Luca Salmieri

Sapienza, University of Rome, orazio.giancola@uniroma1.it

Luca Salmieri, University of Rome, luca.salmieri@uniroma1.it

ABSTRACT: *Reducing the rate of early school leavers (ESLs) from education and training is a key goal (European Commission 2010), especially in Italy where the phenomenon is still widespread. Focusing on recent school leavers studies in Italy, we compare various indicators for youth labour market exclusion and insecurity which are based on the INAPP-PLUS (Participation, Labour, Unemployment, Survey) 2018 wave. The analysis highlights the situation on the labour market around three main key topics – labour market exclusion, monthly net wages and risks of poverty – affecting multiple generations of early-school leavers aged from 25 to 49. Findings suggest that the abandon of school before completing upper secondary education is conducive to economic poverty.*

KEYWORDS: *Early school leavers, Unemployment, Poverty, Italy.*

Introduction

In line with the 2030 Agenda for Sustainable Development Goals (SDGs), adopted by all United Nations Member States in 2015 and providing a shared blueprint for peace and prosperity for the people and the planet, the European Commission is promoting a series of initiatives to help the most vulnerable segments of the population to close the gap to the less disadvantaged segments. With reference to young people, reducing the rate of early school leavers (ESLs) from education and training (young people who have dropped out of education with only lower secondary education or less) represent a key goal. Reducing the number of ESLs to less than 10% of the relevant population by 2020 was also a headline target in the Europe 2020 strategy and one of the five benchmarks of the strategic framework for European cooperation in education and training.

Despite a considerable effort in terms of educational and inclusion policies that have characterized programs and interventions in the Italian schools, the frequency of early school leaving in Italy is still relevant and is higher than in most other European countries. Rates of dropping out have steadily declined during the Nineties and in the following years, but the phenomenon is still worrying so much so that Italy still displays higher rates of early school leavers (EUROSTAT, 2020).

The Italian education system is based on compulsory education given for at least 10 years which covers the age group between 6 and 16 years. The fulfilment of the compulsory education is aimed at achieving an upper secondary school certification of two years by the age of 18. After successfully completing primary education (ISCED level 1), all students progress to lower secondary level (ISCED level 2) where they follow the same general common core curriculum. The final two years of compulsory education correspond to the first two years of the upper secondary school which in total amounts to five years. Therefore, compulsory education system implies a common core curriculum provision which lasts from the first year of primary school and ends at the first examination occurring after three years of lower secondary school. But compulsory education continues afterwards, when students choose the upper secondary track among three differentiated educational provisions: 1) *liceo*, 2) technical or 3) professional school where they have to complete at least two school years in order to cover the compulsory period. Due to such a structure – a compulsory period falling in the middle of the upper secondary education – the Italian education system stands as atypical among the European ones. Almost all Italian students use to proceed on further three years of upper secondary education in order to achieve the final exam and obtain the State certificate. Once they achieve the upper secondary qualification, they can enrol at tertiary education provided by universities, no matter the school-track they attended. Alternatively, after the lower secondary school, students may opt for Vocational Education and Training courses lasting at least three years upon which Regions have exclusive legislative competence and provide specific curricula related to local labour market's needs (*Istruzione e formazione professionale*, IFP). In the latter case, student will not be allowed to enrol at university.

As mentioned before, when entering the upper secondary cycle, students choose among *liceo*, technical school, and professional school. The *liceo* is historically conceived to develop general education and to prepare students to higher-level studies providing them with adequate competences and knowledge, as well as cultural and methodological skills: students already motivated to access to tertiary education are very likely to opt for a *liceo*, studying one among six curricula (Sciences; Classical studies; Human sciences; Arts; Languages; Music and dance). Technical schools offer technical and applied education and provides students with a scientific background in the economic and technological professional sectors. Professional schools offer vocational education and provide students with a vocational background in the sectors of services, industry and handicraft. They are conceived to anticipate access to the labour market.

Traditionally, vocational training does not play a big role in the Italian educational system because, apart from institutional intentions, the strong labour-market orientation is not actually guaranteed to all participants.

Considering the structures of the Italian education system, its compulsory system and students' habits, early school leaving in Italy can be considered as abandoning education at two moments: before completing compulsory schooling (low secondary school-8 years in education) or before completing compulsory education (including vocational training-10 years of education). This double kind of early school leaving applies since a great majority of students enrol in upper-secondary education (Contini, Scagni, 2013), choosing one of the tripartite-track system or vocational training which are mandatory for the first two years. As a matter of fact, rates of students completing the low secondary schools have been surging along the last decades reaching almost the saturation level, while rates of students completing the 10 years compulsory education, even if rising during the last 20 years, are still above the 90%. In this analysis, however, we distinguish Early-Early School Leavers (EESL) i.e., the ones attaining lower secondary certificate and then dropping out studies, and Early School Leaving (ESL) i.e., the ones enrolling in upper secondary cycle but leaving before completing studies and attaining a diploma.

The aim of our analysis is to understand how early school leaving increases the risks of falling into economic poverty for the Italian population. To pursue this goal, we have developed a series of statistical elaborations that allow to differentiate poverty risks according to age groups and the two types of school dropout: EESLs and ESLs.

The phenomenon of early school leaving is worrisome, not only for its high economic costs in terms of wasted skills, but also because it can exacerbate social inequalities. Students from low social strata run a greater risk of dropping out of school because their families are less equipped with economic, social, and cultural resources that can counteract school disengagement processes (Chen, Gregory, 2009). Students who drop out of school and therefore enter the labour market without an upper-secondary qualification tend to experience difficulties in transitioning to their first job (Solga, 2002), in later labour market integration (Gesthuizen, Scheepers, 2010), and in other life-course domains, such as health and civic citizenship. Hence, early school leaving constitutes an additional penalty for students who are already disadvantaged by their socio-economic background. Especially in Italy, not having obtained any kind of upper-secondary qualification represents a serious drawback for young people: lower educated youth experience more volatile employment trajectories (Struffolino, Raitano, 2013) and they are disadvantaged in the long run in terms of both future wages and career perspectives (Schizzerotto, 2002). Key research proves that there is a strong link between early school leaving and NEET status, that is individuals who leave education before and without attaining an upper secondary diploma are more likely to be neither in employment nor in education nor in training education in the forthcoming years. In those cases, school-to-work transition is a very tricky step because young people have to face many obstacles due mainly both to the lack of formal

work experience and poor competences. The more prolonged the NEET period, the stronger the negative consequences on the individual's future career prospects, increasing the levels of educational and skill mismatches. In 2020 by far the highest rates of NEETs were recorded in Italy and Greece, where a quarter or more of all young people aged 20-34 were neither in employment nor in education and training (29.4 % and 25.9 % respectively). Furthermore, the risk of remaining trapped in the NEET condition is very high for early school leavers. In 2017, in Italy, the number of ESLs becoming NEET was seven out ten among women and about 45% among men (Borgna, Struffolino, 2017).

Young people from a disadvantaged background or with special educational needs are over-represented amongst early school leavers. At the same time, early school leavers in later life are exposed to heightened risks of unemployment, poverty and social exclusion. Therefore, early school leaving is a predictor for poverty and the evidence that poverty and exclusion tend to reproduce over time via inter-generational dynamics. In EU countries individuals with less than primary, primary and lower secondary education (ISCED levels 0-2) are almost four times likely to be at-risk-of-poverty than the ones with tertiary education (ISCED levels 5-8). In Italy the proportion is lower – being the risk of tertiary educated people relatively higher in respect to other EU countries – but during the last decade the ratio has shifted from 3,2 to 3,8 and the at-risk-of-poverty rate of the population with less than primary, primary and lower secondary education has been surging from 26,7 to 30,3 (see Table 1).

TAB. 1. At-risk-of-poverty rate by educational attainment level. People aged from 18 to 64 years.

Country	Education	2011	2012	2013	2014	2015	2016	2017	2018	2019
EU 27 countries	ISCED 0-2	26,5	27,3	28,4	30,6	30,8	31,5	30,6	30,4	29,4
	ISCED 5-8	7,1	7,5	7,5	8,0	8,0	8,1	8,2	7,9	7,6
	Proportionality	3,7	3,6	3,8	3,8	3,9	3,9	3,7	3,8	3,9
Denmark	ISCED 0-2	12,7	16,7	15,3	12,7	17,0	15,4	18,7	18,0	18,7
	ISCED 5-8	8,5	7,9	8,7	9,1	9,5	10,1	11,2	11,2	10,0
	Proportionality	1,5	2,1	1,8	1,4	1,8	1,5	1,7	1,6	1,9
Germany	ISCED 0-2	27,9	27,1	27,8	32,0	32,7	33,2	33,0	31,7	29,2
	ISCED 5-8	8,0	8,6	9,5	10,7	10,1	9,2	10,9	10,0	8,2
	Proportionality	3,5	3,2	2,9	3,0	3,2	3,6	3,0	3,2	3,6
Greece	ISCED 0-2	31,9	35,7	36,4	36,4	34,9	34,9	34,1	31,9	30,9
	ISCED 5-8	7,2	10,1	9,5	9,1	10,3	11,0	10,0	9,2	8,2
	Proportionality	4,4	3,5	3,8	4,0	3,4	3,2	3,4	3,5	3,8
Spain	ISCED 0-2	25,8	28,0	29,5	33,8	34,2	34,5	32,7	33,3	30,7
	ISCED 5-8	9,6	9,0	8,8	10,9	10,3	10,7	10,0	9,8	10,5
	Difference	2,7	3,1	3,4	3,1	3,3	3,2	3,3	3,4	2,9
France	ISCED 0-2	21,3	22,8	24,9	24,7	24,2	23,7	23,6	22,9	24,0
	ISCED 5-8	7,1	7,5	7,4	6,8	6,7	6,6	6,6	6,5	6,8
	Proportionality	3,0	3,0	3,4	3,6	3,6	3,6	3,6	3,5	3,5
Italy	ISCED 0-2	26,7	27,3	27,6	28,6	29,0	31,0	30,5	30,4	30,3
	ISCED 5-8	8,3	7,9	7,6	9,3	8,7	9,5	9,5	9,4	8,0
	Proportionality	3,2	3,5	3,6	3,1	3,3	3,3	3,2	3,2	3,8

Poland	ISCED 0-2	33,4	33,4	32,5	35,6	37,3	36,4	29,7	31,5	29,5
	ISCED 5-8	4,7	4,8	4,9	4,4	5,3	5,3	5,2	4,8	6,0
	Proportionality	7,1	7,0	6,6	8,1	7,0	6,9	5,7	6,6	4,9
Portugal	ISCED 0-2	19,9	20,6	24,0	26,1	26,0	26,3	25,7	23,9	23,9
	ISCED 5-8	2,5	3,6	4,0	5,4	5,4	5,0	4,9	4,9	5,1
	Proportionality	8,0	5,7	6,0	4,8	4,8	5,3	5,2	4,9	4,7
Sweden	ISCED 0-2	20,1	21,3	24,9	25,2	26,5	29,0	28,7	29,7	32,1
	ISCED 5-8	10,7	11,4	11,0	10,7	12,3	11,6	10,1	10,4	11,9
	Difference	1,9	1,9	2,3	2,4	2,2	2,5	2,8	2,9	2,7
United Kingdom	ISCED 0-2	24,9	24,5	23,4	23,8	23,6	20,7	28,5	27,7	-
	ISCED 5-8	8,8	8,8	8,7	8,6	9,2	9,8	9,0	10,4	-
	Proportionality	2,8	2,8	2,7	2,8	2,6	2,1	3,2	2,7	-

Source: Authors' elaboration on EU-SILC survey data (ilc_li07). At risk of poverty rate (cut-off point: 60% of median equivalized income after social transfers).

1. Data and methodologies

According to the European Commission (2013a, 3), the definition of early school leavers applies to «the proportion of the population aged 18-24 with only lower secondary education or less and no longer in education or training». This definition is measured by looking at 'the percentage of 18–24-year-olds with only lower secondary education or less and no longer in education or training. Or put differently, it includes youngsters who did not attain an upper secondary education degree (ISCED 3). In our analyses on Italian links between school dropping out and getting poor trajectories we have nonetheless extended the population to be considered as early school leavers. Since the Italian education system provides that secondary education ends at the age of 18 with the final examination and the corresponding diploma or with two or three years of vocational training after the completion of lower secondary school, we have identified the Early-Early School Leavers (EESLs) as the ones who drops out studies before or just after attaining lower secondary certificate and the Early School Leavers (ESLs) as the ones who do enrol in one of the three upper secondary school-tracks – general (*liceo*), technical or professional institutes – but the drop out without completing the cycle up to the diploma.

Our analysis highlights the situation of Italian former EESLs and ESLs now aged from 25 to 50 on the current labour market around three main key topics – exclusion from employment, insecure employment and low-profile jobs. We compared indicators for youth labour market exclusion based on the PLUS (Participation, Labour, Unemployment, Survey) 2018 survey wave, which was carried on by INAPP on a large sample of individuals and allowing a joint analysis of individuals' education and family background, their past trajectories into education and labour market outcomes. The statistical survey, which was launched in 2005, is carried out on a sample of 45,000 individuals aged from 18 to 74 and aims to grasp specific aspects of the Italian labour market, such as the entry of young people into employment, the prolongation of the working life of

old age groups, the female participation in the labour market and social and cultural characteristics of employed, unemployed and inactive population seeking employment.

The survey aims also to learn about changes in employment status and lifelong trajectories. Among the main features of the survey, it is noteworthy the absence of proxy respondents, that is to say that the answers are provided directly and exclusively by the interviewee; the presence of questionnaire modules dedicated to each job-contract case with specific questions administered selectively; the possibility of analysing these indicators together with variables not available such as income (from work and family), education and family background of individuals, local services, health, etc.; the complete coverage of population and in particular of all persons employed; the longitudinal structure of the survey which allows flow analyses to be carried out between different conditions (not only in employment).

We have extracted the Italian population aged between 25-49 from the overall sample and then divided into three age groups: 25-29, 30-39, 40-49. We then obtained a variable aggregating the two types of school leaving, EESL and ESL. Finally, via a Principal Components Analyses (PCA), a metric measure of social origin was elaborated. It held together respondents' fathers and mothers education attainment and occupational status. Data elaborations include several explorations through bi and tri variate analysis, analysis of variance and a logistic regression.

2. Early and Early-Early School Leavers diffusion and effects

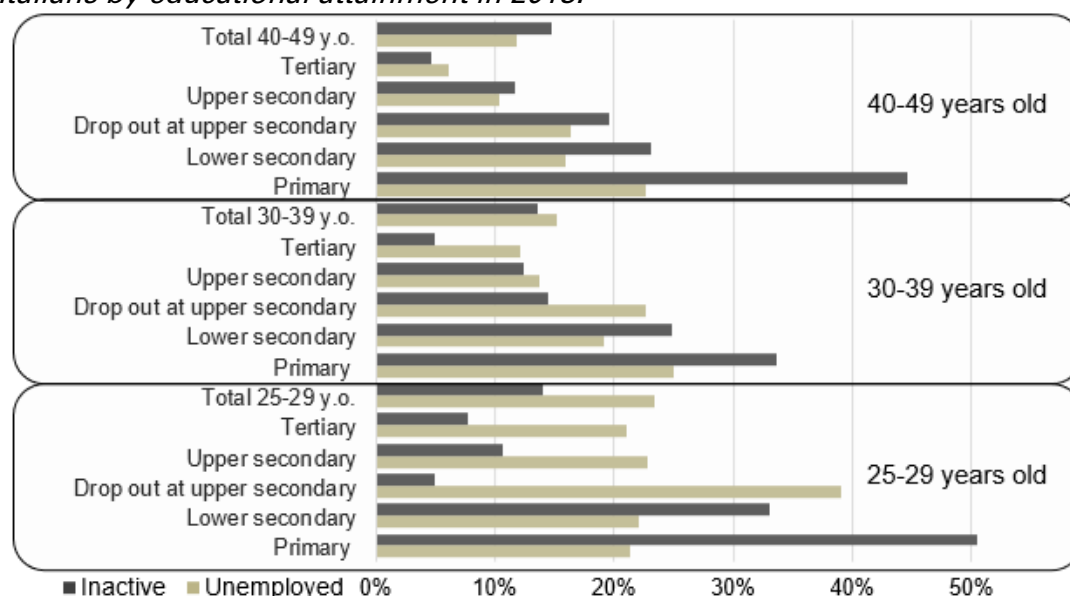
The Italian phenomenon of early school leaving has shrunk over time, although it remains high in the younger age group. Distinguishing it into two types – Early-Early School Leaving (EESL) and Early School Leaving (ESL) – we can observe from Table 2 that the rate of this latter has remained constant over time: while the EESL rate sensibly decreases from older to younger generations, there still exists a 7% circa of students dropping out at upper secondary school.

As it could be expected, early school leaving has a negative impact on careers in the labour market (Coles et al., 2002; Furlong, Cartmel, 2004; Dale, 2010; Gesthuizen, Scheepers, 2010; Ballarino et al., 2011; Borgna, Struffolino, 2019). That is especially evident in the Italian case: unemployment rates are very high among ESLs aged 25-29 (39,5%) and among EESLs aged 25-29 and 30-39. At the same time, discouragement explains the very high share of inactive individuals among EESLs aged 25-29.

TAB. 1. *Early school leaver rates in Italy in 2018.*

	Age		
	25-29	30-39	40-49
Primary	1,5	0,6	1,0
Lower secondary	17,1	22,6	30,7
Drop out at upper secondary	6,8	7,0	7,1
Upper secondary education	51,7	44,0	42,8
Tertiary	22,6	25,7	18,3
Total	100,0	100,0	100,0

Source: Authors' elaboration on INAPP-PLUS survey data.

FIG. 1. *Unemployed and inactive rates among 25-29, 30-39 and 40-49-years old Italians by educational attainment in 2018.*

Source: Authors' elaboration on INAPP-PLUS survey data.

Researchers who have analysed the determinants of early school leaving attach importance to both the so-called «push factors» which drive students out of the school system (Rumberger, 1987; Doll et al., 2013) and the so-called pull factors, such as job proposals which, although low-skilled and often from informal or family economic activities, encourage school abandonments. In both cases, at the heart of the explanations are families and parents with their (scarce) economic, cultural and social resources: a low education of parents is one of the most incisive predictors of early school leaving. The likelihood of leaving school is also closely related to financial constraints in the family of origin, the result of low family incomes (Alfieri et al., 2015), of unemployment of both parents or still of very strong links with informal or opaque networks and activities.

Relying on data from the INAPP-PLUS 2018 which had respondents asked for the reasons for school leaving and a multiple predefined response mode, we can aggregate «job opportunity» and «personal problem or family needs» as pull factors and «study performances were very poor» and «the course of study was not attractive» as push factors

(see Table 2). It seems that Italian ESLs assign greater emphasis on pull factors as determinants of their decision to leave education, being «Job opportunity» the most chosen reason. However, one ESLs out of three declared that among the reasons for leaving education the fact that the course of study was unattractive had an impact.

TAB. 2. *Reasons for school leaving (multiple response mode) among 25-29, 30-39 and 40-49-years old Italians in 2018.*

	<i>Age</i>		
	25-29	30-39	40-49
Job opportunity	45,7	49,7	51,7
Personal problem or family needs	28,5	33,2	38,3
<i>Pull factors</i>	74,2	82,9	90,0
Study performances were very poor	19,1	17,9	17,5
The course of study was not attractive	33,6	29,8	28,0
<i>Push factors</i>	52,7	47,7	45,5

Source: Authors' elaboration on INAPP-PLUS survey data.

Justification for leaving school during upper secondary cycle relies on personal ex-post motivations and therefore we cannot completely trust it to understand the actual mix of reasons for dropping out (European Commission, 2013b). Even if in all three age groups the most recurring motivation is that job offer was received at the time of school leaving, we must be cautious about and rather consider that the students were forced to seek for a job and eventually got an informal one. In contrast to other European countries, in Italy employment in the informal economy is substantial, reaching the 12.2% of the national employment rate.

Among the youngest age group (25-29) – whose memories and representations of the past sounds more plausible – social origins (measured via an Index obtained through a Principal Component Analyses of fathers' and mothers' educational attainments) exert a relevant influence on the type of reason which ignited the choice to leave education. The lower the Index, the higher the odds that the reasons for leaving was a job offer as it can be noted from Table 3.

TAB. 3. *Reasons for school leaving by age group and average cultural index of respondents' parents in 2018.*

	<i>Age</i>			<i>Average</i>
	25-29	30-39	40-49	
Job opportunity	-0.814	-0.511	-0.189	-0.505
Personal problem or family needs	-0.314	-0.323	-0.050	-0.229
Study performances were very poor	-0.559	-0.199	-0.159	-0.306
The course of study did not attract	-0.434	-0.130	-0.295	-0.286

Source: Authors' elaboration on INAPP-PLUS survey data.

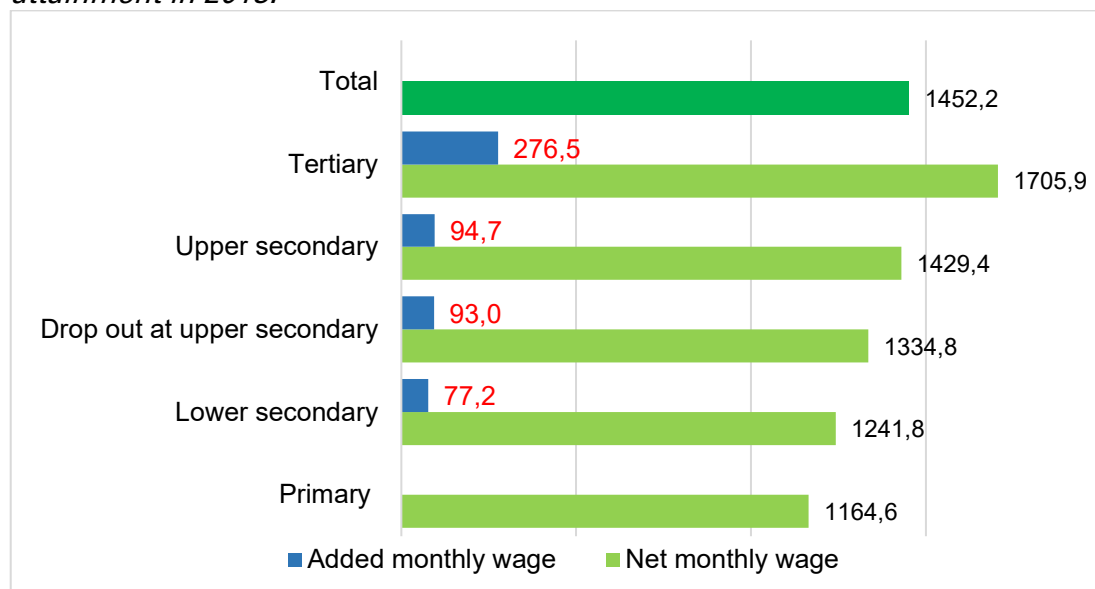
3. Getting poor?

Early school leaving creates high individual, social and economic costs. Young people with only lower secondary education or less are more often affected by unemployment (Scherer, 2005), are more likely to depend on social benefits (Brunello, De Paola, 2014) and have a higher risk of social exclusion (Kronauer, 2019). It affects their lifetime earnings, well-being, and health. They tend to participate less in democratic processes.

In our research we have looked at the risks of economic poverty of ESLs and EESLs especially in terms of the financial resources available to them once they entered the labour market. That is, we calculated the average wages of those who were employed at the time of the survey. Of course, in this case, all those who were unemployed or inactive at the time of the survey have been excluded from the analyses: they supposedly have even fewer financial resources to rely on.

A first findings is that the effect on personal monthly net wages of each additional level of education is not particularly high in Italy, except for the gap between respondents with tertiary education and the ones with upper secondary education.

FIG. 2. *Net monthly wage of the Italian population aged 25-29 by educational attainment in 2018.*



Source: Authors' elaboration on INAPP-PLUS survey data.

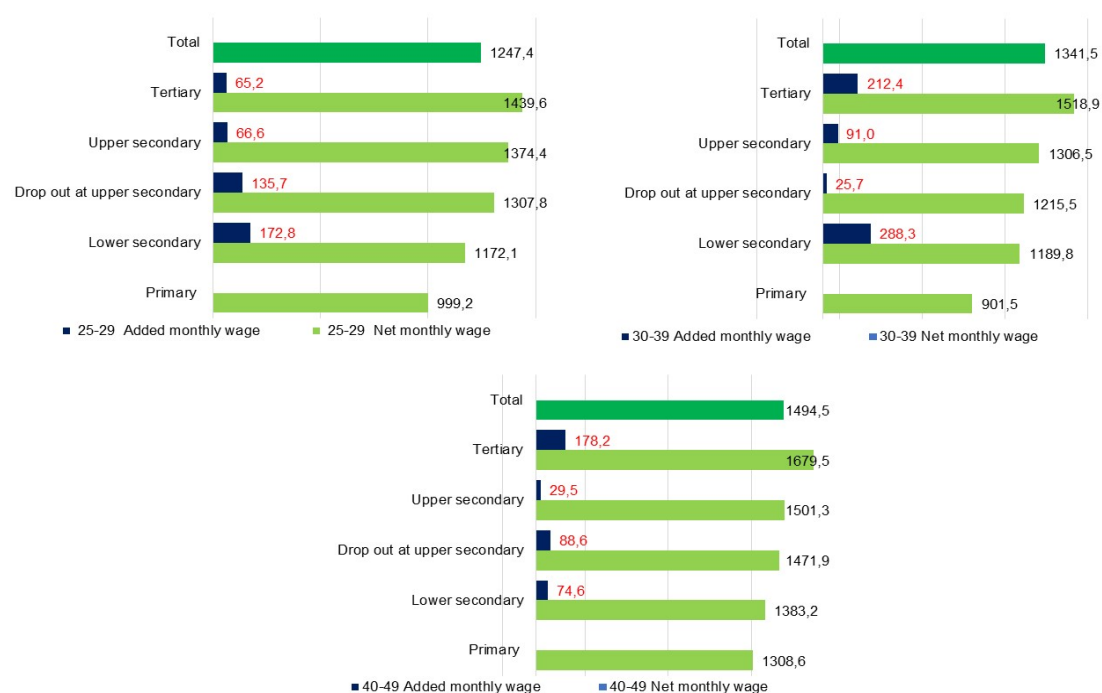
Further analyses are needed to explore the factors explaining the very slight difference between upper secondary graduates' wage and ELS's wage as well as between higher and lower levels of education. However, as seen before, the key effect of early-school leaving is on being in or out the labour market, in being employed or unemployed.

Considering that average net monthly wages tend to increase along life course, the most impressive gaps are between those Italians with primary and tertiary education in the 30-39 age group (617,4 euro) and in

the 25-29 age group (440,4 euro) – while among the 40-49 age group the gap decreases (370,9 euro) – between those Italians with primary and upper secondary education among the 25-29 age group (375,2 euro).

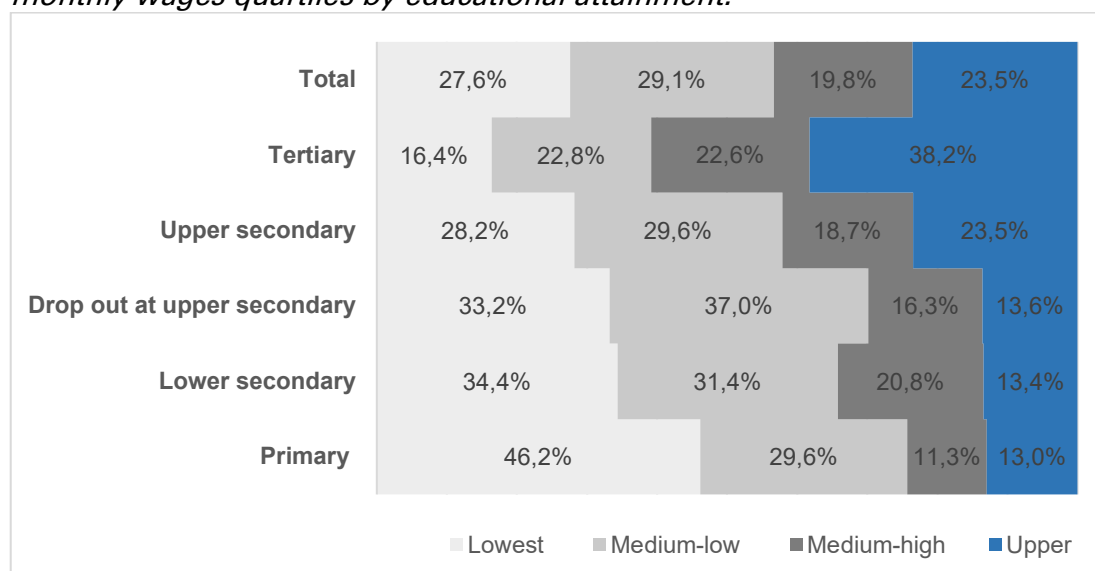
As the analysis of wage gaps based on levels of education does not provide the whole picture since many EESLS and ESLs are inactive and many are unemployed, in order to estimate the risks of poverty resulting from educational poverty, we have carried out an estimation based on wage quartiles and including the entire Italian population between 25 and 49 years. Findings show that, compared to upper secondary graduated individuals, the EESLS' risk of remaining or falling into economic poverty (lowest quartile of net monthly wage) is more than double, while it is double for ESLs see Fig. 4). 46% of individuals aged from 24 to 49 years with less than primary or primary education are in the poorest quartile, while only 16,4% with tertiary education and 28,2% with upper secondary education fall in the same economic condition.

FIG. 3. *Net monthly wage of the Italian population by demographic cohort and educational attainment in 2018.*



Source: Authors' elaboration on INAPP-PLUS survey data.

FIG. 4. *Distribution of the Italian population between 25 and 49 years among net monthly wages quartiles by educational attainment.*



Source: Authors' elaboration on INAPP-PLUS survey data.

One out three individuals who dropped out without completing upper secondary education – early school leavers (ESLs) – perform in a very similar way to individuals with only a lower secondary education certificate, meaning that school years at upper secondary school do not alleviate the risk of poverty unless the education cycle completed and the diploma attained.

Furthermore, social origins, included in a regression model as metric variable, exert a significant effect in terms of the probability of being in the lowest income class (Table 4).

TAB. 4. *Odds ratio of being in the lowest income class for Italians aged 25-49 in 2018.*

	B	S.E.	Sign.	Exp(B)
1 Male <i>vs</i> Female	-1.295	0.001	0.000	0.274
2 Primary educ. <i>vs</i> Higher educ. level	1.341	0.007	0.000	3.824
3 EESLs <i>vs</i> Regular	0.850	0.001	0.000	2.339
4 ESLs <i>vs</i> Regular	0.693	0.002	0.000	2.000
5 Synthetic measure of social origin	0.003	0.001	0.000	1.003
6 Age 25-29 <i>vs</i> 40-49	0.805	0.002	0.000	2.237
7 Age 30-39 <i>vs</i> 40-49	0.410	0.001	0.000	1.507
Costant	-0.788	0.001	0.000	0.455

Source: Authors' elaboration on INAPP-PLUS survey data.

Conclusions

In this short paper, we have provided some insights concerning the still relevant phenomenon of early school leaving in Italy. Early-early school leaving is highly correlated to becoming NEET (high rate of inactivism, out of the labour market) and early school leaving is highly correlated to

becoming unemployed among the youngest Italians. Employed early-early school leavers (EESLs) and early school leavers (ESLs) do not suffer from high loss in terms of net wage if compared to upper secondary educated individuals. However, lower social origins exert a double apparently paradoxical effect: it is correlated to ESL and EESL for reasons of unqualified job opportunities and to getting poor when adult life is in. Nonetheless, both EESLs and ESLs have very high risks to get poor in terms of lowest wage quartile.

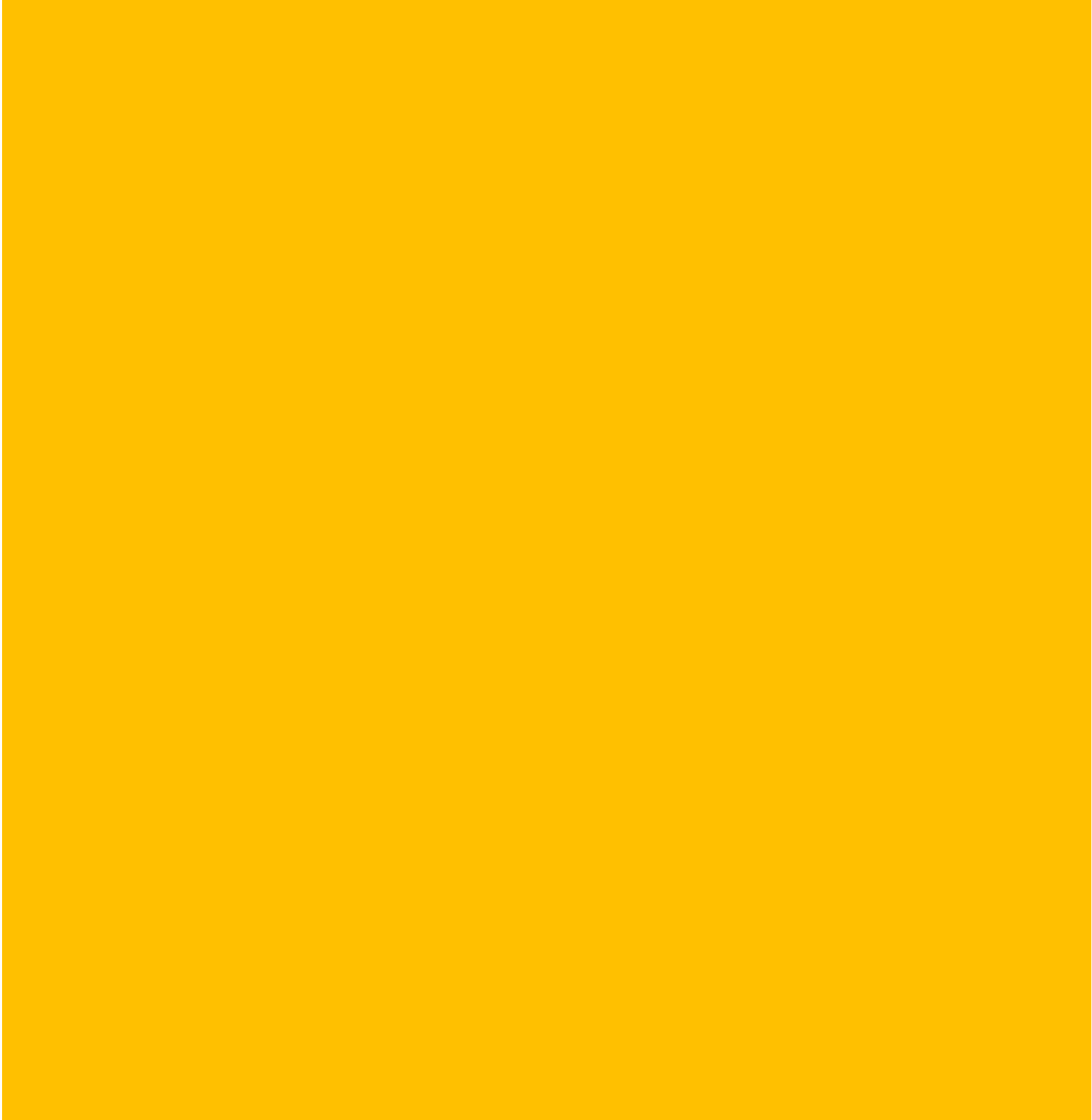
Recent school leavers experience more disadvantage on the labour market than prime age ones: they are more likely to be unemployed or insecure employed; the labour market situation of recent school leavers was damaged by the current economic crisis, especially in the south of Italy; the labour market exclusion of recent school leavers, as depicted by high unemployment rates, overlaps high employment insecurity. Finally, outcomes show a great early-school leave influence on NEET rates, especially for men.

Changes to the policies and measures to help early leavers re-enter the education and training system focussing on three broad areas – second chance education, youth guarantee and education and career guidance – have not sufficiently occurred in Italy up to now. It is time to tackle the abandon of education by mixing and strengthening those three policies.

References

- Alfieri, S., Sironi, E., Marta, E., Rosina, A., Marzana, D. (2015). «Young Italian NEETs (not employment, education, or training) and the influence of their family background», *Europe's Journal of Psychology*, 11 (2), 311-22.
- Ballarino, G., Bison, I., Schadee, H. (2011), «Early school leaving and social stratification in contemporary Italy», *Stato e Mercato*, 3, 479-518.
- Borgna, C., Struffolino, E. (2019). «Tempi difficili: le condizioni occupazionali degli early school leavers in Italia prima e dopo la crisi», *Sociologia del lavoro*, 155, 179-99.
- Borgna, C., Struffolino, E. (2017). «Pushed or pulled? Girls and boys facing early school leaving risk in Italy», *Social Science Research*, 61, 298-313.
- Brunello, G., De Paola, M. (2014). «The costs of early school leaving in Europe», *IZA Journal of Labor Policy*, 3, (1), 1-31.
- Chen, W. B., Gregory, A. (2009). «Parental involvement as a protective factor during the transition to high school», *The Journal of Educational Research*, 103, (1), 53-62.
- Coles, B., Hutton, S., Bradshaw, J., Craig, G., Godfrey, C., Johnson, J. (2002). *Literature Review of the Costs of being 'Not in Education, Employment or Training' at Age 16-18*. London: Department for Education and Skills, Research Report 347.

- Contini, D., Scagni, A., (2013). «Social origin inequalities in educational careers in Italy. Performance or decision effects?», in M. Jackson, (Ed.), *Determined to Succeed? Performance versus Choice in Educational Attainment*, Stanford University Press, pp. 149-84.
- Dale, R., (2010). *Early school leaving. Lessons from research for policy makers*. NESSE Report, European Commission, Brussels
- Doll, J. J., Eslami, Z., Walters, L. (2013). «Understanding why students drop out of high school, according to their own reports: Are they pushed or pulled, or do they fall out? A comparative analysis of seven nationally representative studies», *Sage Open*, 3. (4), 1-15.
- European Commission, (2013a). *Progress in tackling early school leaving and raising higher education attainment – but males are increasingly left behind*, Press Release, Brussels, 11 April.
- European Commission, (2013b). *Reducing Early School Leaving: Key Messages and Policy Support*, Final Report of the Thematic Working Group on Early School Leaving.
- EUROSTAT, (2020), *Early leavers from education and training*, available at: https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Early_leavers_from_education_and_training
- Furlong, A., Cartmel, F. (2004). *Vulnerable Young Men in Fragile Labour Markets: Employment, Unemployment and the Search for Long-Term Security*, York: Joseph Rowntree Foundation.
- Gesthuizen, M., Scheepers, (2010), «Economic vulnerability among low-educated europeans: resource, composition, labour market and welfare state influences», *Acta Sociologica*, 53 (3), 247-67.
- Kronauer, M. (2019). «Social exclusion and underclass -new concepts for the analysis of poverty», in H.J. Andress, (eds.), *Empirical poverty research in a comparative perspective*, London, Routledge, pp. 51-76.
- Prause, J., Dooley, D. (1997), «Effect of underemployment on school-leavers self-esteem», *Journal of Adolescence*, 20(3), 243-60.
- Rumberger, R. W. (1987). «High school dropouts: A review of issues and evidence», *Review of educational research*, 57, (2), 101-21.
- Scherer, S. (2005), «Patterns of labour market entry-long wait or career instability? An empirical comparison of Italy, Great Britain and West Germany», *European Sociological Review*, 21, (5), 427-40.
- Solga, H. (2002). «Stigmatization by negative selection: explaining less-educated people's decreasing employment opportunities», *European Sociological Review*, 18 (2), 159-78.
- Schizzerotto, A. (2002). *Vite Ineguali. Disuguaglianze e corsi di vita nell'Italia contemporanea*. Bologna, Il Mulino.
- Struffolino, E., Raitano, M. (2013). *Trajectories and complexity of early careers: a cross-cohort comparison. evidence from the Italian panel AD-SILC*, Paper presented at the ISA-RC28 Spring Meeting, Trento.



ISBN 978-88-944888-8-3

Proceedings of the 2nd International Conference of the Journal Scuola Democratica
REINVENTING EDUCATION

VOLUME I

Citizenship, Work and The Global Age